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ABSTRACT

This leader's guide is designed to assist those individuals responsible for conducting workshops for building self-confidence. The manual includes a brief discussion of theoretical background, a bibliography of references and related resource books, and a justification and description of the pre-group interview. Goals, exercises, hand-outs, and detailed procedure are elaborated for the seven group sessions (goal setting, cognitive re-structuring, use of video for feedback, turning negatives into positives, simple social and communication skills, skill assessment, and strength assessment). (Author)

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BEFORE ASSERTIVENESS: A GROUP APPROACH TO BUILDING SELF-CONFIDENCE

A MANUAL FOR GROUP LEADERS

By

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Before Assertiveness: A Group Approach to Building Self-Confidence

Introduction

Assertiveness training has developed into a booming business over the past several years. No self-respecting counseling service or agency would feel complete unless their program offerings included groups and workshops on how to ask for what you want, how to say "no" without feeling guilty, or how to stand up for your rights. Everywhere we turn we see books, articles, films, workshops, seminars, and even TV talk shows instructing us in how to be more assertive in our interactions with others. From all indications it seems safe to assume that we are experiencing an "Assertion Revolution" in our society.

Considerable research has been done exploring the effectiveness of assertiveness training. Several paper-and-pencil measures have been used to assess increases in assertiveness as a function of training (e.g., Galassi et al., 1974; Gay, Hollandsworth & Galassi, 1975). Similarly, behavioral measures, such as roleplay situations, have been useful in assessing changes in assertive behavior before and after training (e.g., McFall & Marston, 1970; Eisler, Miller & Hersen, 1973). For the most part, such research has generally supported the value of assertiveness training.

We at the Counseling Center at the University of California, Santa Barbara, have attempted to assess the impact of assertiveness, as well as other groups we conduct. In a questionnaire to measure students' reactions to some of the groups we offer, we found that Assertiveness Training group members, compared to Personal Growth and Ethnic Rap groups, showed significant differences (Chi Square analysis with .05 level of confidence) on five of eleven rated items (Gottsdanker, Forslund, Gravitz & Woods, in press). Assertiveness Training group members rated their groups at a statistically significant higher level

than did the other groups in such areas as being overall "very helpful," helping them to reach their goals, helping them to feel better about themselves, providing feedback from the leaders, and having "good" exercises as part of the group experience.

One of the outgrowths of our study of students' reactions to groups was the creation of a new group called "Building Self-Confidence," which combined the structured-skills approach of assertiveness training with the interpersonal process approach of personal growth groups. Another impetus to the creation of the self-confidence group was our observation that assertiveness training which typically focuses on interpersonal/social interactions, seemed to be a step beyond the readiness level of some students. These were students who were so lacking in confidence in themselves that they felt threatened by any attempts to respond assertively to others even when the interaction took place in the safe, supportive atmosphere of the group. Such students were not ready to deal with interpersonal confrontations; they seemed too engrossed in their own intrapersonal issues centering around negative self-messages, self-putdowns, and irrational belief systems.

To us, this issue reflects the basic difference between assertiveness training and self-confidence training. The former focuses primarily on <u>inter</u>personal relationships, while the latter focuses primarily on <u>intra</u>personal relationships. Granted, the two areas overlap and are essentially inseparable. However, it seems to us that when we talk about developing assertive behavior, the need for <u>intra</u>personal skills development may <u>precede</u> the need for <u>inter</u>personal skills development, at least for some people. In such cases, training in building self-confidence should occur <u>before</u> assertiveness training.

In putting together a structured group program for building self-confidence, we drew upon the literature in rational emotive therapy (Ellis & Harper, 1961;

1975), the cognitive behavior therapies (e.g., Beck, 1976; Mahoney, 1974; Meichenbaum, 1977), social learning theory (Bandura, 1969; 1977), communications theory (Miller, Nunnally & Wackman, 1975, and general semantics (Johnson, 1946). We also found several popularized self-help writings dealing with developing a positive self-image to be helpful (e.g., Dyer, 1976; James & Jongeward, 1971; Lembo, 1974; Maltz, 1960; Maultsby, 1975; Newman & Berkowitz, 1971; Zimbardo, 1977).

The purpose of this workshop is to share with you some of our ideas, feelings, and experiences in conducting Self-Confidence Building groups. We will take you through the group format on a session-to-session basis in order to familiarize you with the content and the sequence of the group program.

We will combine the experiential with the didactic in presenting the material; thus, giving each of you an opportunity to get a "feel" for the group both from the client's perspective and the group leader's view. Our primary goal is to have each of you increase your own level of self-confidence in developing and leading a Self-Confidence Building group. At a more ultimate goal level, it would be nice if each of you increased your self-confidence in other aspects of your lives as a result of this workshop experience--but we offer no guarantees for that. That's strictly up to you.

We have prepared several handouts to give to you, including:

1. An outline for today's workshop
2. A manual which includes:
    a. A syllabus of each Self-Confidence Building group session
    b. A copy of handouts for each session
    c. A list of references

PRE-GROUP INTERVIEW

A pre-group interview is required of each participant. The leaders use the interview to describe the goals and format of the group to determine if they mesh with the participants' expectations of the group. Occasionally a student is screened out (usually in order to be provided with a period of individual counseling before joining another self-confidence group). The participant is given three questionnaires to fill out before the first group meeting: The SELF-CONFIDENCE QUESTIONNAIRE, designed to help participants pinpoint areas in which they are lacking in confidence, and to be used in the first session of the group as an aid to goal setting; the SELF-CONCEPT SCALE (developed by the leaders); and the SELF-EXPRESSION SCALE (by Galassi), both used as pre-tests for evaluation purposes. The participants will complete these two scales again at the last session of the group.

The following is an example of how the leaders might present the goals and format of the self-confidence group:

> So long as we tell ourselves that self-confidence is something that a person just "has" or "doesn't have," we keep it elusive, mysterious and probably unattainable. We have tried to break down this rather elusive phenomenon called "self-confidence" into a series of tangible skills that you can learn and choose to use when you wish. We do not expect everyone to be totally self-confident by the end of the group; our goal instead is to teach you some ways of dealing with yourself that can lead to increased self-confidence and that you can continue to use on your own when the group is finished. These will include:
>
> 1. Increasing your awareness of your thinking habits: Self-statements and self-images (the way you talk to yourself, the way you "see" yourself).
>
> 2. Explaining the way your thinking habits (self-statements and self-images) influence your feelings.
>
> 3. Teaching you ways to change negative thinking habits (negative self-statements and negative self-images) into positive thinking

habits. (Negative thinking habits lead to lowering of self-confidence.)

4. Increasing your awareness of your strengths and resources, and brainstorming new ways to use those resources.

5. Teaching you how to give useful feedback to self and others and how to receive feedback constructively.

6. Using videotape feedback to enable you to learn more self-confident verbal and nonverbal behavior.

7. Introducing you to relaxation techniques that can combat the anxiety that is often associated with lack of confidence.

This group will consist of seven structured sessions. Because we believe that when we try to learn a new skill, practice and feedback are critical, we will introduce a new skill or concept in each session and then provide opportunity to practice that skill or put it into use in your own life. We will teach you how to give one another effective feedback and how to make use of that feedback.

SELF-CONCEPT SCALE[1]

The following inventory is designed to provide information about the way in which you feel about yourself. Please answer the questions by choosing the appropriate number. Your answer should reflect how you generally feel about yourself in the situation.

1 Almost Always or Always
2 Usually
3 Sometimes
4 Seldom
5 Never or Rarely

_____ 1. I am aware of my positive qualities.

_____ 2. I remind myself of things I do well and have done well in the past.

_____ 3. I am aware of my strengths and resources and find ways to use them when I am in a new or difficult situation.

_____ 4. If things are not going too well, I assess the situation and define concrete things I can do differently rather than getting down on myself.

_____ 5. When I'm feeling down, I try to focus on positive aspects of myself rather than on negative judgments.

_____ 6. When I am trying to change my behavior in some way, I set realistic goals and I reward myself for any step I take toward that goal no matter how small.

_____ 7. I say positive things to myself about myself, more often than negative statements.

_____ 8. I really try not to get down on myself when I begin to get discouraged about something.

_____ 9. I avoid getting down on myself when I do not immediately reach my goals.

_____10. I can say that I feel self-confident in at least some situations.

[1]Counseling and Career Services, University of California, Santa Barbara, California, 1978. Unless otherwise indicated, all handout materials were developed by Counseling and Career Services staff.

SELF-EXPRESSION SCALE[1]

The following inventory is designed to provide information about the way in which you express yourself. Please answer the questions by choosing the appropriate number. Your answer should reflect how you generally express yourself in the situation.

1 Almost Always or Always
2 Usually
3 Sometimes
4 Seldom
5 Never or Rarely

_____ 1. Do you ignore it when someone pushes in front of you in line?

_____ 2. When you decide that you no longer wish to date someone, do you have marked difficulty telling the person of your decision?

_____ 3. Would you exchange a purchase you discover to be faulty?

_____ 4. If you decided to change your major to a field which your parents will not approve, would you have difficulty telling them?

_____ 5. Are you inclined to be over-apologetic?

_____ 6. If you were studying and if your roommate was making too much noise, would you ask him to stop?

_____ 7. Is it difficult for you to compliment and praise others?

_____ 8. If you are angry at your parents, can you tell them?

_____ 9. Do you insist that your roommate does his fair share of the cleaning?

_____ 10. If you find yourself becoming fond of someone you are dating, would you have difficulty expressing these feelings to that person?

_____ 11. If a friend who has borrowed $5.00 from you seems to have forgotten it, would you remind this person?

_____ 12. Are you overly careful to avoid hurting other perople's feelings?

_____ 13. If you have a close friend whom your parents dislike and constantly criticize, would you inform your parents that you disagree with them and tell them of your friend's assets?

_____ 14. Do you find it difficult to ask a friend to do a favor for you?

[1]Galassi, J.R., DeLo, J.S., Galassi, M.D & Bastien, S. The College Self-Expression Scale. Behavior Therapy, 1974, 5, 165-171.

_____ 15. If food which is not to your satisfaction is served in a restaurant, would you complain about it to the waiter?

_____ 16. If your roommate without your permission eats food that he knows you have been saving, can you express your displeasure to him?

_____ 17. If a salesman has gone to considerable trouble to show you some merchandise which is not quite suitable, do you have difficulty saying no?

_____ 18. Do you keep your opinions to yourself?

_____ 19. If friends visit when you want to study, do you ask them to return at a more convenient time?

_____ 20. Are you able to express love and affection to people for whom you care?

_____ 21. If you were in a small seminar and the professor made a statement that you considered untrue, would you question it?

_____ 22. If a person of the opposite sex whom you have been wanting to meet smiles or directs attention to you at a party, would you take the initiative in beginning a conversation?

_____ 23. If someone you respect expresses opinions with which you strongly disagree, would you venture to state your own point of view?

_____ 24. Do you go out of your way to avoid trouble with other people?

_____ 25. If a friend is wearing a new outfit which you like, do you tell that person so?

_____ 26. If after leaving a store you realize that you have been "short-changed," do you go back and request the correct amount?

_____ 27. If a friend makes what you consider to be an unreasonable request, are you able to refuse?

_____ 28. If a close and respected relative were annoying you, would you hide your feelings rather than express your annoyance?

_____ 29. If your parents want you to come home for a weekend but you have made plans, would you tell them of your preference?

_____ 30. Do you express anger or annoyance toward the opposite sex when it is justified?

_____ 31. If a friend does an errand for you, do you tell that person how much you appreciate it?

_____ 32. When a person is blatantly unfair, do you fail to say something about it?

_____ 33. Do you avoid social contacts for fear of doing or saying the wrong thing?

_____ 34. If a friend betrays your confidence, would you hesitate to express annoyance to that person?

_____ 35. When a clerk in a store waits on someone who has come in after you, do you call his attention to the matter?

_____ 36. If you are particularly happy about someone's good fortune, can you express this to that person?

_____ 37. Would you be hesitant about asking a good friend to lend you a few dollars?

_____ 38. If a person teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?

_____ 39. If you arrive late for a meeting, would you rather stand than go to a front seat which could only be secured with a fair degree of conspicuousness?

_____ 40. If your date calls on Saturday night 15 minutes before you are supposed to meet and says that s/he has to study for an important exam and cannot make it, would you express your annoyance?

_____ 41. If someone keeps kicking the back of your chair in a movie, would you ask him to stop?

_____ 42. If someone interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?

_____ 43. Do you freely volunteer information or opinions in class discussions?

_____ 44. Are you reluctant to speak to an attractive acquaintance of the opposite sex?

_____ 45. If you lived in an apartment and the landlord failed to make necessary repairs after promising to do so, would you insist on it?

_____ 46. If your parents want you home by a certain time which you feel is much too early and unreasonable, do you attempt to discuss or negotiate this with them?

_____ 47. Do you find it difficult to stand up for your rights?

_____ 48. If a friend unjustifiably criticizes you, do you express your resentment there and then?

_____ 49. Do you express your feelings to others?

_____ 50. Do you avoid asking questions in class for fear of feeling self-conscious?

SELF-CONFIDENCE QUESTIONNAIRE[1]

Situations and activities in which I lack confidence: (check those that apply)

_____ social situations in general

_____ large groups

_____ small, task-oriented groups (e.g., seminars at school, work groups on the job)

_____ small, social groups (e.g., at parties, dances)

_____ one-to-one interactions with a person of the same sex

_____ one-to-one interactions with a person of the opposite sex

_____ situations where I am vulnerable (e.g., when asking for help)

_____ situations where I am of lower status than other (e.g., when speaking to superiors, authorities)

_____ situations requiring assertiveness (e.g., when complaining about faulty service in a restaurant or the poor quality of a product)

_____ situations where I am the focus of attention, before a large group (e.g., when giving a speech)

_____ situations where I am being evaluated or compared with other (e.g., when being interviewed, when being criticized)

_____ situations where I am the focus of attention, before a small group (e.g., when being introduced, when being asked directly for my opinion)

_____ new interpersonal situations in general

_____ where sexual intimacy is possible

Types of people with whom I lack confidence: (check those that apply)

_____ my parents

_____ my siblings (brothers and/or sisters)

_____ other relatives

_____ friends

_____ strangers

[1]Adapted from Zimbardo, Phillip, Shyness. Reading, Mass.: Addison-Wesley Publishing Co., 1977.

_____ foreigners

_____ authorities (by virtue of their role--police, teacher, superior at work)

_____ authorities (by virtue of their knowledge--intellectual superiors, experts)

_____ elderly people (much older than you)

_____ children (much younger than you)

_____ persons of the opposite sex, in a group

_____ persons of the same sex, in a group

_____ a person of the opposite sex, one-to-one

_____ a person of the same sex, one-to-one

Thoughts and Feelings: (check those that apply)

What are specific thoughts and sensations associated with your lack of self-confidence? Put 0 next to those that are not relevant, then order the rest from 1 (most typical, usual, severe) to 2 (next most), and so on. (More than one item can be given the same rank.)

_____ positive thoughts (e.g., feeling content with myself)

_____ no specific thoughts (e.g., daydreaming, thinking about nothing in particular)

_____ self-consciousness (e.g., an extreme awareness of myself, of my every action)

_____ thoughts that provide distractions (e.g., thinking of other things I could be doing, thinking that the experience will be over in a short while)

_____ negative thoughts about myself (e.g., feeling inadequate, insecure, inferior, stupid)

_____ thoughts about the evaluations of me that others are making (e.g., wondering what the people around me are thinking of me)

_____ thoughts about the way in which I am handling myself (e.g., wondering what kind of impression I am creating and how I might control it)

_____ thoughts about shyness in general (e.g., thinking about the extent of my shyness and its consequences, wishing that I weren't shy)

_____ others (specify): _____

_____

Actions: (check those that apply)

If you do experience, or have ever experienced lack of self-confidence, what are the obvious behaviors which might indicate to others that you are not confident. Put 0 next to those that are not relevant, then rank order the rest from 1 (most typical, usual, severe) to 2 (next most), and so on. (More than one item can be given the same rank.)

_____ low speaking voice

_____ avoidance of other people

_____ inability to make eye contact

_____ silence (a reluctance to talk)

_____ stuttering

_____ rambling, incoherent talk

_____ posture

_____ avoidance of taking action

_____ escape from the situation

_____ others (specify): _____

_____

BUILDING SELF-CONFIDENCE

General Format for Each Session

A. Goals and Review (15-20 minutes)

Purpose: To model and reinforce the goal-setting procedures initiated in Session I; to monitor progress; to isolate any emerging difficulties and demonstrate effective ways to deal with them.

B. Planned Exercise (40-50 minutes)

Purpose: 1. To provide structured work with a different target area each week.

2. To provide an opportunity to practice and receive feedback from group.

C. Homework: 1. Handouts provided as preparation for the following week's group meeting.

2. Partners encouraged to meet, with a designated "task."

Purpose: 1. To provide "carry over" between group sessions.

2. To provide opportunity to practice what is learned in group.

3. To build a support system.

SESSION I

A. Names (brief exercise to learn names) (5 minutes)

B. Group leaders explain goals and expectations for group: (5 minutes)

1. To increase members' awareness of their own thinking habits: Self-statements, self-images.

2. To demonstrate to members how thinking habits influence thoughts and feelings.

3. To teach members how to change negative thinking habits into positive thinking habits.

4. To increase members' awareness of strengths and resources, and to help them find new ways to use those resources.

5. To teach members how to give useful feedback to self and others, and how to receive feedback constructively.

6. To use videotape feedback to enable members to learn more self-confident verbal and nonverbal behaviors.

7. To introduce members to relaxation techniques that can combat the anxiety that is often associated with lack of confidence.

C. Group leaders discuss format of group: (5 minutes)

1. Commitment to seven sessions is requested.

2. Structured approach: New skill presented at each session with opportunity to practice and receive feedback on the use of that skill.

D. Self-Confidence Questionnaire: (10 minutes)

1. Instructions: (Members have already filled out questionnaires in pre-group interviews.) "Pair up and discuss your responses on the Self-Confidence Questionnaire with your partner. The last three pages help to focus and specify each person's 'trouble spots' with developing self-confidence."

2. Brief processing around circle of frequently chosen "trouble spots."

E. Goals toward building self-confidence: (20 minutes)

1. Hand out sheet, GOALS TOWARD BUILDING SELF-CONFIDENCE.

2. Explain "general" vs. "concrete" goals; give example.

3. Instructions:

a. "Now that you have pinpointed the 'trouble spots,' make a list of the goals you would like to work toward in this group in order to feel more confident about yourself."

b. "Prioritize goals from least to most difficult. You will work with your most reachable goal first."

c. "Break into pairs and discuss goals with partner."

F. Goal-setting schedule: (35 minutes)

1. Hand out sheet, "GOAL-SETTING SCHEDULE.

2. Instructions: "Taking your first goal, break it down into small, concrete steps." (Give example.)

3. Each person is given a turn to discuss goal, with leaders and group giving assistance in specifying and concretizing goals.

G. Choose a partner: (10 minutes)

1. Explain "buddy system."

a. A way of carrying what happens in the group to "out there"

b. A chance to practice

c. A built-in support system

2. Ask partners to exchange phone numbers and set time/place to meet.

H. Homework:

1. Hand out TECHNIQUES FOR BUILDING SELF-CONFIDENCE and instruct members to read before next meeting.

2. Instructions: "Spend at least 30 minutes with partner between now and next group meeting. Take turns having one partner discuss chosen goal (for building self-confidence) and progress so far in working toward that goal, while other partner listens and gives encouragement and support."

GOALS TOWARD BUILDING SELF-CONFIDENCE

List your goals in concrete terms and then mark from zero (goal completely unmet) to ten (goal completely met) to indicate how you have progressed toward each of your goals.

Goals

	At this time 0 - 10	At end of Group 0 - 10
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Now go back and prioritize your goals. Put 1. by the goal which you would like to work with first and so forth for 2., 3., 4., etc.

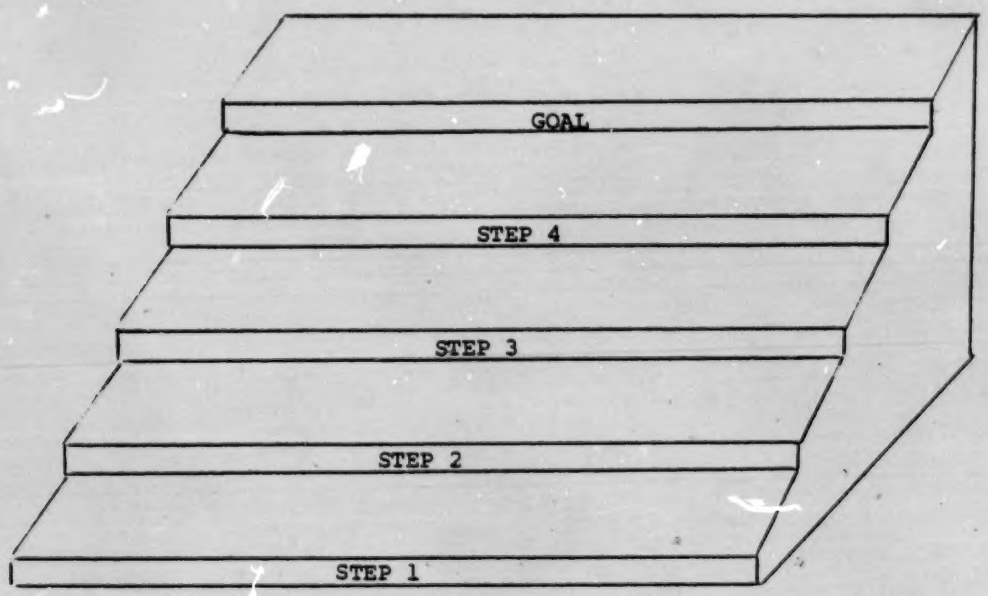
GOAL-SETTING SCHEDULE

My Goal

A. Is this goal consistent with my personal characteristics and abilities? Is it a realistic goal?

B. How long do I think I need to reach this goal? Is this realistic?

C. List specific and concrete steps I need to take to reach my goal:



What can I do today?

What can I have realistically accomplished by one week from today?

What specifically can I do within a month to implement or reach my goals?

TECHNIQUES FOR

BUILDING SELF-CONFIDENCE

TECHNIQUES FOR BUILDING SELF-CONFIDENCE

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I. TALKING TO YOURSELF

The way you talk to yourself is crucial in determining how you think and feel about yourself. If you often use punitive labels and self-judgments, you can make yourself feel depressed, anxious or lacking in self-confidence. Learning to feel more positive about yourself involves working hard to eliminate negative labels and self-recriminations from your self-chatter as well as acquiring the habit of making positive self-statements. As with any habit, changing thought habits requires consistent practice and effort. The following pages offer some ideas to help you learn new ways of talking to yourself which can lead to increased self-confidence.

A. Semantic Traps

1. All things that swim in the water are fish.

2. I sometimes swim in the water.

3. THEREFORE, I am a fish.

Silly, huh?
Then, why do you use the same illogic on yourself?

1. People who are usually quiet in large crowds
don't often speak up in class
have trouble making some decisions
don't know how to say "no"
don't always ask for what they want
frequently don't voice their opinions
etc., etc., etc.

are not confident people.

2. I sometimes act that way.

3. THEREFORE, I am not a confident person.

Right? WRONG!!!

When you use the above-mentioned example of illogic on yourself, you are jumping from your behaviors to labels about your behaviors. And when you begin labeling yourself, you begin trapping yourself in the label. You need to STOP using labels and start talking about your behavior. It is easier to work on changing a behavior than trying to get rid of a label. So . . .

Instead of saying, "I am a selfish person,"

say, "Yesterday I didn't share my candy bar with my roommate."

Instead of saying, "I am a stupid person,"

say, "I got a 65 on my second math quiz."

Instead of saying, "I am not a confident person,"

say, "I didn't speak up in my sociology class today even when I knew the answer to that one question the prof asked."

Instead of saying, "I am dishonest,"

say, "I didn't tell my friend that I didn't like her new hairdo."

Don't take that giant, and very illogical, leap from the behavior to the label. Labels are semantic traps, but behaviors can be changed.

B. Self-Statements

Basically, you are what you tell yourself you are. Therefore, to feel good about yourself, it is most helpful to say positive statements to yourself and to avoid the negative put-downs. Therefore, begin to:

1. Increase the frequency of saying good things to yourself about your attributes.

   a. In increasing positive self-statements, it is helpful to follow them immediately with some kind of reward. You can use any activity that you usually do on a day-to-day basis and make it a reward for saying something good about yourself simply by making such a statement just before you do the activity. (Examples: Eating something you like, taking a hot bath, watching a favorite TV show, reading a favorite book, etc.) In this way you build positive self-talk into your daily routine and can sooner acquire the habit of positive self-statements.

   b. Make positive self-statements publicly a couple of times a day with your friends and acquaintances. When done honestly and comfortably this does not come across as bragging or ego-tripping, but rather as an expression of feeling good. Example: "I really feel good about the amount of reading I did last night. Now I feel I've got a good handle on that Econ course I'm taking."

   c. In addition, when someone compliments you, don't negate the compliment. Allow the positive feedback to sink in and, instead of rebutting the comment, try something different like "Thank you" or "That made me feel good when you said that."

2. Decrease the frequency of saying bad things to yourself.

   a. Another aspect of increasing your self-esteem is to decrease negative self-statements. To reverse your negative self-statements, simply repeat and rehearse the opposites of your negative sentences. For

example, change the statement, "I'm easily dicouraged" to "I am persistent," or "I can be persistent," or "I will be persistent," or "I can learn to be persistent," or "Sometimes I am persistent."

b. Try to follow the reversal of negative statements with some reward. Even small verbal self-reinforcements such as "I'm glad I did that," or "That's better" can be effective.

c. Still another very simple but effective way of decreasing negative self-statements is the "thought-stopping" technique. This technique can be used in any self-putdown situation whenever you are giving yourself negative messages and starting to feel bad about yourself.

1) First, you need to become aware of the negative self-statements.

2) Then, in your imagination, shout at the top of your lungs, "STOP IT!!"

3) It may also help to use some kind of image, like a traffic cop holding up his hand to stop traffic, along with the verbal message of "STOP!"

4) Replace the negative messages with a positive self-statement and really focus in on that positive message to yourself. Allow yourself to feel good about the positive statement.

5) If the negative thought returns, shout "STOP IT!" again and then reward that behavior with a positive self-statement and a deep breath. Repeat this process until you can get rid of (or at least diminish) the negative thoughts.

6) A variation of the "thought-stopping" technique is a simple acknowledgement of your awareness of the negative thought, such as "There I go again" followed by the statement, "I don't need to do that." Reward yourself with relaxation.

Comparing yourself to other people (a particularly nasty type of negative self-statement) can be utterly devastating. You can always find someone who does something better than you do at almost anything, so there is plenty of "proof" available by which you can convince yourself that you're "not good enough, pretty enough, smart enough, etc." Try to overcome the comparison habit by using the thought-stopping techniques mentioned above.

C. The "ASPIRE" Formula

A - Aware: Become aware of when you are putting yourself down.

S - Stop: Tell yourself to stop thinking that way.

P - Positive: Tell yourself a positive self-statement to replace the negative statement.

I - Imagine: Close your eyes for a couple seconds and get a positive image of yourself.

R - Reward: Reward yourself with something pleasant - a deep breath, candy bar, hot bath, a moment of relaxation, a sip of coffee, etc.

E - Effort: Changing habits takes effort, so keep practicing.

If you ASPIRE to change yourself, you can make it happen!!

D. The ABC's of Albert Ellis[1]

According to Albert Ellis, the founder of Rational-Emotive Therapy, behavior is due not to events but to our interpretation of events. Ellis states this concept in his A-B-C formulation where A (activators or stimuli) are mediated by B (beliefs or interpretations) which result in C (consequences or behavior).

The best way to bring about behavior change is to change the B part of the A-B-C formula. That is, if you change your beliefs (interpretations) of events, the consequences (your behavior) will change.

A = The event; anything that happens

ex.: 1. You flunk a test.
2. BF breaks up with you.
3. You lose your wallet.
4. You weren't accepted into the sorority you wanted to get into.

B = What you tell yourself about the event

ex.: 1. I'm stupid--I shouldn't be in college--I'm no good.
2. I wasn't good enough, attractive enough, sexy enough for him--I won't get another boyfriend because I'm not sexy, attractive, good enough, etc.
3. How could I be so stupid and so careless? This sort of thing always happens to me. This is terrible. It's going to ruin my whole week.
4. I'm not good enough, poised enough, pretty enough, etc. This means I won't be a success at college.

C = How you wind up feeling

ex.: 1. lousy
2. insecure
3. depressed
4. no good

[1]Adapted from Albert Ellis and Robert A. Harper, A Guide to Rational Living. North Hollywood: Wilshire, 1961.

You don't have control over A, but you do have control over B, and, therefore, C. To go back to the examples,

B. 1. Instead of saying "I'm stupid," you could say, "Now I know what to study next time," "I'd better go talk to the prof," "I'll do better next time."

B. 2. Instead of saying "I'm not good enough," you can say, "I had some doubts about this relationship too," "What kind of relationship do I want with someone?" "Now I'll have time for all these things I've been wanting to do."

B. 3. Instead of saying "I am careless" and "This is terrible," you can say, "This is inconvenient, but I'm not going to let it ruin my whole week," "I'll be more careful in the future," "There's a possibility that an honest person will find it and turn it in and I could even advertise it in the paper."

B. 4. Instead of saying "I'm not good enough," and "I'm not successful," you can say, "What other social groups interest me, other sororities or other activity groups?", "It will be more challenging to try to make friends this way."

C. And you will probably end up feeling:

_____

_____

_____

This way of approaching events does not mean you will never feel disappointed or let down. But it does mean that you avoid getting down on yourself when something unpleasant happens.

A. What are some events that have caused you trouble in the past?

B. What did you say to yourself?

What could you say?

C. And how did you feel?

And then how might you feel?

E. My Declaration of Self-Esteem[1]

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me--my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be--anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am okay.

[1]V. Satir, Peoplemaking. Palo Alto; Science & Behavior Books, Inc., 1972.

II. OVERCOMING SELF-DEFEATING BEHAVIORS (SDB'S)[1]

A. Some examples of SDB's

Negative self-image
Fear of failure
Dependency on others
Withdrawal and avoidance
Depression
Lack of self-confidence
Indecision
Inability to say "no"
Fear of expressing deep feelings
Fear of being oneself
Excessive/destructive amounts of booze, drugs, food

What is your SDB?

B. SDB's and Anxiety

You developed your SDB's to help you cope with anxiety. Your SDB's lessened your anxiety and as a result you have continued to use them again and again.

Examples:

1. Withdrawing from a situation with new people lessens the anxiety of meeting strangers. However, it is also self-defeating because you may wish to meet someone new.

2. Dependency on another person lessens the anxiety of making decisions. However, it is also self-defeating because you keep yourself from being in charge of your own life.

How does your SDB lessen your anxiety?

C. Ways of disowning responsibility for doing SDB's

"That's just the way I am."
"That's how I was raised."
"In social situations, I just become tense."
"My SDB is an automatic reflex."

D. Prices you pay for maintaining SDB's.

You pay a price for holding on to SDB's. Your SDB's consume energy, waste

[1]Adapted from John M. Chamberlain, "Improving Self-Image through Eliminating Self-Defeating Behaviors," a paper presented at the Rocky Mountain Association of Counselor Educators and Supervisors Conference; Midway, Utah, October 10, 1974

time, destroy spontaneity and keep you out of touch with yourself.

Examples:

SDB	Price
Maintaining a low self-image	Keeps you from ever realizing your full potential
Maintaining a fear of new social situations	Keeps you from meeting new people
Reluctance to make decisions	Prevents you from being in charge of your life

What prices do you pay for your SDB's

E. Choices

SDB's don't just happen on their own. Each time your SDB is used, a choice is required to activate it and repetitive choices are needed to keep it going. The fact that choices are made in a fraction of a second can make it difficult to catch oneself doing it too. Thus, a choice can be made so fast that a person can believe it just happened. If a person does an SDB for a good many years, he may come to believe that the behavior is just part of him and not something he does. By maintaining this perception he would not recognize the choices he makes that activate and keep the SDB alive. To have full power over eliminating an SDB, one needs to fully control choices. And to control choices, one needs first to become aware of the choices. Becoming aware of your choice to do your SDB is the first and sometimes most difficult step in changing.

What choices/decisions do you make to activate your SDB?

F. Mythical Fear

At some point in time your SDB was very functional. It lessened your anxiety or fear in the face of some new or threatening experience. Now, you use your SDB to protect yourself from situations which remind you of your old fears. Over the years, these fears have become unrealistic, overblown, mythical. What you need to do in order to overcome an SDB is to confront that mythical fear and to realize that it is really not so bad after all.

What mythical fear(s) do you have about giving up your SDB and living without it?

G. In conclusion

Life continues to offer people new moments of living. These moments can be filled with self-defeating or creative responses. If you desire the creative route, you need to begin by fully taking the responsibility for your own behavior. Begin by doing two things: (1) Watch yourself do the SDB's and become aware of how really expert you are at accomplishing this, and (2) Make a list of the ways you disown and identify very clearly exactly HOW you accomplish the disowning. Remember, behavior change does not occur unless you take action.

III. SOME WAYS OF HANDLING ANXIETY

A. Becoming aware of the present moment

1. If you frequently experience anxiety, ask yourself:

   Am I destroying the moment by concentrating on the future? Am I worried about how I look, how others perceive me, what they think of me?

   Am I anxious because I'm thinking about the past? Am I worried about what I said, or didn't say, or how I came across or didn't come across?

   Am I anxious because of exaggerating a problem or procrastinating?

   Is there anything I can do now to allay the anxiety--finish a report, make a list, return the book, call that person, study for the exam, make the appointment, design an outline, finish that cleaning job?

2. Next, try a "now" experience. It's difficult to be anxious if you're fully in the here and now. Focus your complete attention on the external world.

   Tune in your senses. Become aware of the sights, sounds, odors around you.

   Verbalize what you experience in a literal way. Start your statement with "Here and now I am aware . . ."

3. Next, focus your complete attention on your internal world.

   Tune in to the world of your body--your skin, muscles, breathing, heartbeat, etc.

   Again verbalize statements with "Here and now I am aware . . ."

4. After doing this for a few minutes, ask yourself:

   Did I use some of my senses and not others?

When I focused on my body, did I ignore certain parts of it?

If you find that you have not used all your senses or have been unaware of parts of your body, repeat the exercise, paying special attention to the ignored areas.

Each time you feel yourself becoming anxious, have a now experience.

B. Breathing Exercise

1. Anxiety and breathing difficulty go together. When you become anxious, pay attention to your breathing.

> Now focus your attention on your breathing . . . Become aware of all the details of your breathing . . . Feel the air moving in through your nose or your mouth, . . . feel it move down your throat and into your lungs, . . . and notice how your chest and belly expand and contract gently as you breathe. Be aware of whatever else you experience in your body as you breathe. . . Now imagine that instead of you breathing air, that air is breathing you. Imagine that the air is gently moving into your lungs, . . . and then slowly withdrawing. . . You don't have to do anything at all, because the air is doing your breathing for you. . . Just experience this for a while, . . . and now switch back. . .[1]

2. The next time you feel excitement over a person, situation, etc., become aware of your breathing.

Do you hold your breath?
If so, what are you holding back?
Try breathing more deeply.

C. Mini-techniques for Relaxation:

1. Clench fists. Hold. Relax. Repeat 3 - 5 times.
2. Deep breath. Hold. Exhale slowly. Repeat 3 - 5 times.
3. Press fingertips. Hold. Relax. Repeat 3 - 5 times.
4. Palming. Close eyes. Place palms over eyes. Visualize a skier traversing down a slope.
5. Close eyes and visualize a calming scene.

D. The SUD (Subjective Units of Disturbance) Scale is a way to gauge your own level of anxiety. 100 - represents your most anxious moment ever

0 - represents your most relaxed, peaceful moment ever

At any given time you can rate your anxiety level by using the SUD scale.

[1] John O. Stevens, Awareness. New York: Bantam Books, 1973. pg. 63.

By quantifying your anxiety in this way, it becomes easier to determine how anxious you really do feel and also to note how much you are able to bring down your anxiety to a more manageable level. Even if at first you are only able to decrease your anxiety by 5 points on the SUD scale, you will at least realize that you do have some control over it and that it doesn't have to control you.

E. Use Relaxation and Imagery to build your self-confidence.

1. Relax by taking deep breaths and telling yourself on each exhalation "I am calm" or "I am relaxed."

2. Once relaxed, try to get a visual image of yourself as a self-confident person.

3. Then, imagine yourself in a situation which formerly caused you some difficulty (e.g., speaking up in class, meeting someone of the opposite sex, conversing with new people at a party, etc.), only this time imagine yourself handling the situation self-confidently and successfully.

4. Repeat often.

IV. BOOKLIST FOR SELF-CONFIDENCE GROUP

Alberti, R. E. & Emmons, M. C. Your Perfect Right. San Luis Obispo, Calif.: Impact, 1974.

Benson, H. The Relaxation Response. New York: Avon Books, 1975.

Dyer, W. Your Erroneous Zones. New York: Funk & Wagnalls, 1976.

Ellis, A. & Harper, R. A. A Guide to Rational Living. North Hollywood: Wilshire, 1961.

Greenburg, D. & Jacobs, M. How to Make Yourself Miserable. New York: Random House, 1966.

Harris, T. I'm OK, You're OK. New York: Avon Books, 1969.

James, M. & Jongeward, D. Born to Win. Reading, Mass.: Addison-Wesley, 1971.

Maltz, M. Psychocybernetics. Englewood Cliffs: Prentice-Hall, 1960.

Maultsby, M. Help Yourself to Happiness. New York: Institute for Rational Living, 1975.

Newman, M. & Berkowitz, B. How to be Your Own Best Friend. New York: Ballantine, 1971.

Zimbardo, P. Shyness: What it is, What to do about it. Reading, Mass.: Addison-Wesley, 1977.

SESSION II

A. Goal progress (30 minutes)

1. Each person given a turn to describe in concrete terms how s/he is approaching the goals set for self: progress, difficulties, changes needed.

Purpose:

1. To model and reinforce the goal-setting procedures initiated in Session I and to catch any emerging difficulties. (More time spent on goal progress in Session II than in following sessions.)

2. To encourage partner interaction outside of group and mutual support.

B. Tug of War exercise (15 minutes)

1. Divide group into two teams.

2. Team A brainstorm and record "reasons to change."

3. Team B brainstorm and record "reasons not to change."

4. Teams debate reasons to change vs. not to change, each trying to outdo the other.

5. Brief discussion of how each group member might prevent him/herself from changing here in group, referring to <u>Self-Defeating Behavior</u> section in handouts.

Purpose: To identify and air the ways people often resist change; to make the implicit explicit.

C. Cognitive restructuring (30 minutes)

1. Brief discussion, using handouts, about the effects of the ways we talk to ourselves, such as comparing, self-putdown, labeling, shooting down compliments, inaccurate conclusions/assumptions about events.

2. Instructions: "Break into pairs and share with partner your most frequently used negative ways of talking to yourself, and how you might change those to positive messages."

3. Round Robin: Each person shares around circle his/her most frequently used negative self-statement habit, and how s/he might change that habit while in group.

4. Brief discussion instructing members how to "chart" frequency of old habit and/or use of new behavior.

Purpose:

1. To identify and examine the effects of negative self-statements.

2. To introduce ways to change how we talk to ourselves.

D. Ways of handling anxiety (10 minutes)

1. Brief discussion of handouts; suggestion of other resources, i.e., relaxation group, autogenic training group, behavioral self-help lab, relaxation tape, etc.

2. Brief relaxation exercise for group.

Purpose: To introduce and give brief experience of relaxation training.

E. Homework (5 minutes)

1. Reminder to meet with partner. Instructions: "Each partner take at least 10 minutes to discuss negative self-statements you have caught yourself using since group meeting, and positive self-statements that could be used instead."

2. Handout - read for next week: SELF-CONFIDENT BODY LANGUAGE

SELF-CONFIDENT BODY LANGUAGE[1]

1. EYE CONTACT: Looking directly at another person when you are speaking to him/her is an effective way of expressing sincerity and interest. A fixed stare or gaze into the other person's eyes is uncomfortable for most people; but looking generally at the person's face (eyes, nose, mouth, chin, ears, forehead) both when you are speaking and listening, gives the impression of direct eye contact at a comfortable level.

2. BODY POSTURE: The "weight" of your messages to others will be increased if you face the person, stand or sit appropriately close to him/her, incline your body toward the other person, and hold your head erect.

3. GESTURES: A message accented with appropriate gestures takes on added emphasis. (Note, however, that overenthusiastic gesturing can be distracting.) Gestures can be made with your head, shoulders, and upper body as well as with your hands and arms. A head nod, shoulder shrug, leaning forward or leaning back can reinforce your verbal messages.

4. FACIAL EXPRESSION: Effective communication requires an expression that agrees with the verbal message. (For example, trying to express anger while smiling or laughing causes the message to be lost.)

5. VOICE TONE, INFLECTION, VOLUME: A whispered monotone will seldom convince another person that you mean business and that you have confidence in what you're saying. On the other hand, an overly loud, boisterous barrage will likely turn the other person off or bring his/her defenses into the path of communication. A level, well-modulated conversational tone is convincing without being intimidating.

[1] Modified from Robert E. Alberti & Michael L. Emmons, Your Perfect Right. San Luis Obispo, Calif.: Impact, 1974.

SESSION III

A. Goal progress (15-20 minutes)

B. Videotape work: Introduction to use of video (20 minutes)

1. Instructions: "Say 'Hi, my name is _____' to camera."

   a. "First introduce self in 'worst' way possible: Be as lacking in self-confidence as possible."

   b. "Then introduce yourself, acting as though you have full self-confidence."

2. Playback of video; group members give each other feedback.

3. Brief group discussion about what behaviors indicate lack of confidence and what behaviors suggest confidence (e.g., posture, voice, eye contact, etc.).

Purpose:

1. To become comfortable using videotape as a feedback agent.

2. To become aware of behaviors that indicate lack of confidence vs. confidence.

C. Use of videotape to aid learning to express an opinion (50 minutes)

1. Each person given a turn to take one minute to express an opinion about a subject that has some significance or meaning.

2. Watch video; group members give feedback.

3. Person given chance to repeat the one-minute presentation, making changes based on feedback received.

4. More feedback.

Purpose:

1. To practice expressing an opinion.

2. To receive feedback on behaviors.

3. To provide opportunity to modify behavior, based on feedback.

D. Homework:

1. Handout: STEPS IN BEHAVIORAL REHEARSAL

2. Instructions: "Meet with partner and, using handout, spend some time roleplaying introducing yourself to someone or acting out some pertinent situation. Give feedback to one another."

THE STEPS IN BEHAVIORAL REHEARSAL[1]

1. Identify the situation (be specific).
2. Set up the scene.
3. Covert rehearsal (imagine the scene; respond however you feel).
4. Present a good model of an assertive response; discuss.
5. Repeat covert rehearsal, your own effective way (imagine positive outcome).
6. Play the scene, observe self, get feedback (especially POSITIVE).
7. Repeat the roleplay (steps 4, 5, 6) until person feels satisfied and comfortable with response.
8. Test new response in actual situation.
9. Review with group, get reward for whatever degree of success and further suggestions for improvement.
10. Support each other!

[1] Modified from Robert E. Alberti and Michael L. Emmons, Your Perfect Right. San Luis Obispo, Calif.: Impact, 1974.

SESSION IV

A. Goal progress (30 minutes)

B. Changing negatives into positives[1] (60 minutes)

1. Instructions: "Draw large circle to represent yourself."

   a. "Draw a small circle in center to represent your core self."

   b. "Divide rest of circle into pie sections to represent the most characteristic roles (student, daughter) and aspects or qualities (sensitive, competitive, impulsive) of self."

   c. "Fill each section with a noun or adjective describing an aspect of yourself."

2. Share in group.

3. Instructions: "On separate piece of paper, write each identified aspect of yourself and list the positives and the negatives of each."

4. Instructions: "Break into pairs and discuss the following questions:"

   a. "What did you learn?"

   b. "Did you leave any important aspects of yourself out?"

   c. "Did anything surprise you?"

   d. "What aspects of yourself can assist you in meeting your chosen goals?"

Purpose: To work with the principle that every aspect of self has a positive and useful as well as negative side. Rather than trying to get rid of some identified aspect of self, think about ways to direct energy into the most positive or productive sides of that aspect of self. When you catch yourself getting down on yourself, try to identify the part you are feeling negative about and focus on the positive aspect of that part of self.

C. Homework:

1. Handouts on communication skills:

   a. THE AWARENESS WHEEL

   b. BUILDING SELF-CONFIDENCE THROUGH ACTIVE LISTENING

2. Instructions:

   a. "Read handouts and think about areas of particular difficulty that

[1] Exercise adapted from Tom Yoeman, "The Pie;" Synthesis: Vol. 1; no. 1; 1974; pp. WB54.

can be discussed and roleplayed next session."

b. "Meet with partner to discuss goal progress, etc."

THE AWARENESS WHEEL[1]

I. Awareness

A. First step in interpersonal communication is identifying information you want to communicate.

B. Communication is most clear when self-awareness exists.

C. Self-awareness involves processing information about yourself--about the condition of your world at a point in time.

D. Self is in part a product of:

1. Sensations: What your senses perceive.
2. The interpretations you make of that sense data: What you think about that sense data.
3. Your feelings or emotions: How you feel about it.
4. Your intentions (wants, wishes, and desires): What you want for yourself or what you want from someone else.
5. Your actions or behavior: What you are doing about it.

E. All five dimensions of self are always part of you, but are not always within your conscious awareness.

F. Awareness includes knowing accurately:

1. What's happening inside of you
2. What's happening outside of you
3. The present state of your relationship

G. Increasing your self-awareness:

1. Increases consciousness of who you are
2. Increases possible choices for yourself
3. Increases choices of what to share with other people about yourself
4. Increases congruence of your communication; your outward expression matches your inner experience.

II. The Awareness Wheel

A. The Awareness Wheel is a tool to help increase self-awareness.

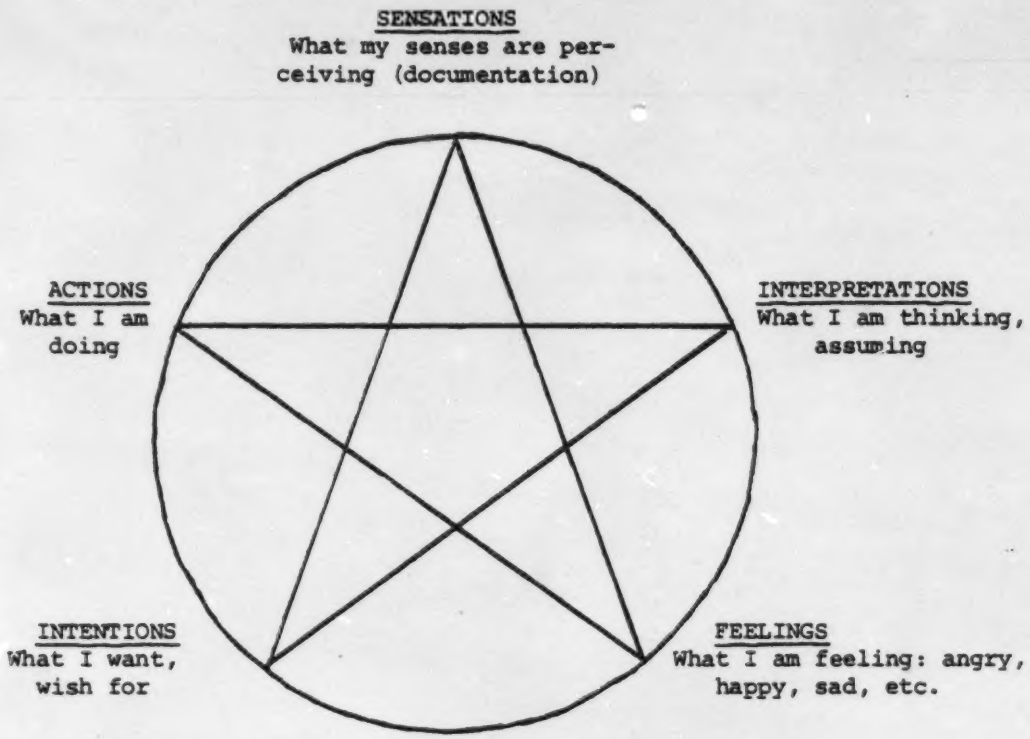
B. The Awareness Wheel consists of sense, interpretation, feeling, intention, and action dimensions.

C. Awareness may arrive at any point on the wheel and move successively to any other point--you may first be aware of something you feel, then what you want to do, then the impressions that your feelings and intentions are related to, etc.

[1]Adapted from Sherod Miller, Elam W. Nunnally and Daniel B. Wackman, Alive and Aware. Minneapolis: Interpersonal Communications Programs, Inc., 1975.

The interrelationship of dimensions is graphically presented below, with each dimension connected by a two-way arrow.

AWARENESS WHEEL



D. Interpretations: The process of making meaning from sensory data.

1. Interpretations develop from our past, present, and anticipated experiences based on:

   a. Information your senses provide
   b. Thoughts you already have--beliefs, assumptions, expectations
   c. Those elements you allow into your conscious thinking process

2. Key Point: interpretations are not simply the way things "are."

   a. Interpretations are based on what you perceive (sense) plus prior experience.
   b. The same data given to two people can produce markedly different conclusions.

E. Sensations: Raw data provided by the senses (touch, smell, sight, sound, taste).

1. Your senses select raw data from your experience--provide contact with the physical world.

2. Three common problems:

   a. Insufficient attention to data reaching senses
   b. Receiving conflicting data
   c. Hastily jumping to conclusions

3. Solution: Move back and forth between sense data and your interpretation. (This is the process of documentation.)

F. Feelings: Spontaneous, emotional responses to the interpretations you make and the expectations you have. They occur inside you but may have outward signs.

1. Your feelings are you--your emotions at the moment. Feelings:

   a. Are natural and important
   b. Vary in intensity and duration
   c. Are a barometer alerting you to "what's going on"
   d. Help you to understand your response patterns
   e. Help you clarify your expectations (feelings often result from difference between expectation and experience)

2. Awareness of feelings is important.

   a. To become aware of your feeling, watch for physiological, behavioral and indirect signs
   b. Becoming aware of multiple feelings helps avoid giving conflicting information when you express your feelings.

3. Feelings are seldom changed by themselves.

   a. Usually respond to alterations in other dimensions of your Awareness Wheel

4. Key point: Attempting to deny or ignore emotions is to let feelings control you.

G. Intentions: What you want or wish, in a situation, or what you would like to have happen.

1. Intentions serve as organizers to help you arrange, plan and consider alternative actions.

2. Identifying intentions clarifies what is happening in you.

   a. Your behavior provides clues to your intentions--if you do something, it's likely you wanted to do it.
   b. You may have a single intention or, more often, a combination of intentions.
   c. Intentions may be in conflict. This may result in confusing behavior.
   d. You can disclose conflicting intentions when you identify them first.

H. Actions: Verbal and nonverbal expressions of what you sense, interpret, intend and feel; output of information.

1. Your actions are a part of you and become the raw data that your partner's senses take in.

2. Your actions are a source of self-information--awareness of actions which you repeat in certain situations can be of help to you in changing your behavior, if you want to change it.

III. Integrating the Awareness Wheel

A. Reasons for using Awareness Wheel:

1. Increases information available for understanding self
2. Increases your choices
3. Neglect of self-information results in limited self-awareness, producing:

   a. Misunderstanding
   b. Conflicts
   c. Less congruent actions

4. You can choose to disclose to your partner only self-information of which you are aware.
5. Increased self-awareness leads to increased self-esteem and self-confidence--enjoyment of your own uniqueness.

B. Remember that other people use their Awareness Wheels differently; therefore, they experience the same situation in different ways than you do.

BUILDING SELF-CONFIDENCE THROUGH ACTIVE LISTENING

When you are helpful and supportive to other people they usually feel good about you--which, in turn, can help you feel good about yourself. Feeling good about yourself is essential to building self-confidence.

One of the basic elements in being helpful to others is being a good listener. But we can listen and still not really hear what the other person is saying. This often results in misunderstanding, confusion, and sometimes a complete breakdown in communication.

Active listening is a skill which increases the likelihood of your actually hearing what the other person is saying by increasing your involvement in the communication process.

What is Active Listening?

A way of responding to another person that involves you with that person. It is a means of engaging with that person in such a way as to communicate to them that you are in tune with them, you empathize with them, and you are trying to really hear both the feeling and the content of what they are saying.

How is Active Listening Helpful in a Relationship?

a. It allows and encourages the other person to express their feelings more openly because you are showing that you are interested and that you care.

b. It helps the other person to be less afraid of negative feelings because you are showing that you accept their feelings and are not judging them.

c. It promotes warmth in the relationship because the experience of being heard and understood by another person is very satisfying.

d. It facilitates problem-solving because people can do a better job of thinking a problem through when they can talk it out.

e. It influences the other person to be more willing to listen to you.

What Attitudes are Needed?

a. You must want to hear what the other person is saying.

b. You must want to be helpful.

c. You must genuinely accept the other person's feelings whatever they might be or however different they might be from your own.

d. You must have a deep feeling of trust in the other person's ability to handle their own feelings, to work them through, and to find solutions to their problems.

e. You must know that feelings are transitory and not permanent; therefore, you need not be afraid of feelings being expressed.

What Does Active Listening Require?

a. It requires your undivided attention to what the other person is saying.

b. It requires your concern for the other person and should be as free as possible from your own personal needs.

c. It requires you to understand the feelings behind the words the other person is expressing.

d. It requires you to be in touch with your own feelings in order to avoid responding defensively to provocative statements by the other person.

What are some Active Listening Skills?

a. Attending behavior: good eye contact, facing the person at a comfortably close distance, leaning slightly toward the person, appropriate touching or holding.

b. Parroting: occasional repeating verbatim what the other person says. This lets the other person know that you are listening, as well as helps you to check out your understanding of what the person is saying. (Do not over-use this technique as it can become distracting.)

c. Paraphrasing: restate what the other person says using different words in order to clarify (for yourself and the other person) the thoughts and feelings behind their words.

d. Reflection of feeling: respond to the feelings instead of the content of what the other person says.

e. Open-ended questions: ask questions that cannot be answered "yes" or "no," and that help the other person explore their thoughts and feelings.

f. Summarizing: periodical summaries of what the other person has said so far. This helps to clarify and to make possible solutions become more apparent.

What Will You Gain from Being an Active Listener?

a. You will increase your ability to communicate effectively with others.

b. You will enhance your relationships with others.

c. You will be perceived by others as being warm, caring, supportive, and understanding toward them.

d. You will promote positive feelings between yourself and others.

e. As a result of all of the above, you will gain more confidence in yourself as a person.

SESSION V

A. Goal progress (15 minutes)

B. Active listening skills

1. Attending behavior (15 minutes)

a. Instructions: "Choose a partner and decide who is 'listener' and who is 'talker.' Talker discusses some issue of importance and listener tries to communicate that s/he is listening very carefully. The talker gives feedback to listener as to what listener did/said to communicate good listening. Reverse roles and repeat."

Purpose: To generate some of the verbal and nonverbal components of good attending behavior.

2. Open-ended questions (15 minutes)

a. Discussion of the difference between closed and open questions.

b. Instructions: "Form new dyad. Decide 'questioner' and 'talker.' Roleplay in pairs the use of open-ended questions. Talker gives feedback to listener. Reverse roles and repeat."

Purpose: To practice the use of open-ended questions as a tool for keeping a conversation going.

3. Paraphrasing (15 minutes)

a. Discussion of paraphrasing, including reflection of content and reflection of feeling.

b. Instructions: "Form new dyad. Decide 'paraphraser' and 'talker.' Roleplay the use of paraphrasing. Talker gives feedback to paraphraser. Reverse roles and repeat."

Purpose: To learn some ways, other than asking questions, of carrying on a conversation.

4. Listening for conversational cues to talk

a. Brief discussion about using cues in other person's speech as a way to get involved in a conversation.

b. In large group, each person is given an index card with some everyday word on it (e.g., Kleenex, sneakers, frying pan, etc.). One person starts the discussion about his/her topic. Other members listen for cues in the talker's speech which can be used to introduce their own topics.

c. Instructions: "Form new dyad. Carry on a conversation and practice using cues from each other as a way of introducing some of your own topics, ideas, opinions, feelings, etc."

Purpose: To practice listening closely for conversational cues and using those cues to one's own advantage.

C. Homework (5 minutes)

1. Hand out LIFE EXPERIENCES sheet.

2. Instructions: "Fill in grid in preparation for skills assessment exercise next session. Write down any accomplishment or activity of which you are proud."

LIFE EXPERIENCES

In each box write down something you did that you enjoyed or felt good about.

	Work/Volunteer	Classes	Leisure/Sports/Hobby	Extra-curricular Activities/Community Service	Home
Grammar School					
Junior High School					
Senior High School					
College					

SESSION VI

A. Skill Assessment[1] (60 minutes)

1. Break into two groups of 4-6.

2. Using skill grid (homework), participants take turns choosing one "achievement" to describe in concrete and specific detail to the group: "What you did and how you did it."

3. Hand out FUNCTIONAL SKILLS and ADAPTIVE SKILLS.

4. Using handouts, observers give feedback.

5. All group members brainstorm other ways to use these skills, especially as related to each person's chosen goals for group.

Purpose:

a. To identify unrecognized skills and resources.

b. To generate new ways to use existing skills.

B. Goal Progress (30 minutes)

C. Homework:

1. Instructions:

a. "Using skill grid, pick 10 'achievements' and, using a separate sheet for each, list skills (as was done in group)."

b. "Spread out the sheets, study them, pick <u>patterns</u>: What skills do you use over and over?"

c. "List other ways these skills could be applied and bring list to share with partner."

d. "Meet with partners and discuss newly discovered skills and new ways to use these skills."

2. Handouts for further individual work on skill assessment:

a. HOLLAND'S OCCUPATIONAL THEMES

b. SELF-EVALUATION OF ABILITIES

[1] Skill Assessment Exercise adapted from Bernard Haldane, Jean Haldane and Lowell Martin, <u>Job Power Now</u>, Washington, D.C.: Acropolis Books, 1976.

FUNCTIONAL SKILLS

Administrative Skills
Analytical Skills
Arithmetical Skills
Artistic Skills
Assessment Skills
Bargaining Skills
Clerical Skills
Communications Skills
Conceptual Acuity Skills
Consulting Skills
Coordinating Skills
Counseling Skills
Debating Skills
Decision-Making Skills
Delegation Skills
Design Skills
Diplomacy Skills
Editing Skills
Evaluation Skills
Financial Management Skills
Fiscal Analysis Skills
Forecasting Skills
Foreign Language Skills
Imagination Skills
Implementing Skills
Innovative Skills
Interpersonal Skills
Interviewing Skills
Investigating Skills
Judgmental Skills
Leadership Skills
Listening Skills
Managerial Skills
Manual Dexterity Skills
Mathematical Skills
Mechanical Skills
Money-Management Skills
Musical Skills
Negotiation Skills
Observational Skills
Office Skills
Organizational Skills
Perception Skills
Persuasive Skills
Planning Skills
Problem-Solving Skills
Public Relations Skills
Public Speaking Skills
Reconciliation Skills
Reporting Skills
Research Skills
Sales/Marketing Skills
Social Skills
Supervisory Skills
Synthesizing Skills
Teaching Skills
Training Skills
Visual Conception Skills
Writing Skills

ADAPTIVE SKILLS

Able to work alone

Aggressive

Ambitious

Analytical

Articulate

Cheerful

Competent

Congenial

Conscientious

Cooperative

Courageous

Courteous

Decisive

Dependable

Diplomatic

Discreet

Efficient

Emotionally stable

Enthusiastic

Honest

Imaginative

Industrious

Judicious

Leadership Ability

Loyal

Observant

Open-minded

Orderly

Patient

Persistent

Persuasive

Resourceful

Shrewd

Sincere

Sober

Sympathetic

Thrifty

Tolerant

Holland's Occupational Themes[1]

Theme	Tasks	Problems	Co-Workers	Rewards
Realistic	Technical, skilled Working with hands, tools, machines Building, fixing, or maintaining something Ex., airplane mechanic, electrician, photo-engraver	Prefer concrete to abstract problems	Prefer dealing with things to people Rugged, robust, practical, physically strong	Life appears relatively simple and straightforward Worker can see results of labors
Investigative	Scientific Curious about things, people Ex., anthropologist, aeronautical design engineer, botanist, physician	Prefer to think thru problems rather than act them out	Enjoy solving scientific puzzles Confident of scholarly & intellectual abilities, analytical, curious, reserved, independent	Freedom & opportunity to satisfy an innate curiosity Freedom to try out new ways
Artistic	Creative Self-expression Ex., author, playwright, drama coach, musical arranger	Problems that can be dealt with through self-expression and artistic media	Like to work in free environments Imaginative, impulsive, intuitive, independent, introspective, idealistic, expressive, intense	Opportunities for creating new things and from being around other creative people
Social	Social service Helping people Ex., teacher, speech therapist, counselor	Solve problems through discussions or re-arranging relationships	Like to discuss philosophical questions, concerned with welfare of others Cheerful, popular, cooperative, friendly, generous, idealistic	Good feeling that comes from helping other people solve their problems or improve themselves
Enterprising	Business contact Persuading others Ex., sports promoter, salesperson, business executive	Prefer ambiguous social tasks	Enjoy competitive activities, have facility with words Adventuresome, ambitious, domineering, energetic, self-confident, sociable	Sense of achievement that comes from making things happen, being where the action is
Conventional	Business detail Organizing, planning Highly ordered activities Ex., bank examiner, court stenographer, tax expert	Most efficient at well-defined tasks	Like life to be orderly and go according to plan Conforming, conscientious, efficient, practical, calm, persistent	Seeing offices and organizations run smoothly and understanding how the person contributed

[1]Taken from John Holland, Making Vocational Choices. Englewood Cliffs: Prentice-Hall, Inc. 1973.

SELF-EVALUATION OF ABILITIES

Look through the abilities categories which are defined on the following pages and evaluate yourself on each of these according to the following scale:

1 = No ability here at all

2 = Enough ability to get by with help from others

3 = Some ability

4 = Definite, strong ability in this area

When evaluating your abilities, do not compare yourself with any particular reference group such as other students in your college, all college students, the general population, or such. Just rate yourself according to your best estimate of your capability.

Self-Rating

VERBAL-PERSUASIVE

_____ Writing: express myself well in written forms of communication

_____ Talking: relate easily with people in ordinary conversational settings

_____ Speaking: able to deliver a talk or address to an audience

_____ Persuading: able to convince others to believe something that I hold to be true

_____ Selling: able to convince others to buy a product that I am selling

_____ Dramatics: able to portray ideas or stories or characters in a dramatic format

_____ Negotiating: able to bargain or discuss with a view toward reaching agreement

SOCIAL

_____ Social ease: relate easily in situations which are primarily social in nature; i.e., parties, receptions, etc.

_____ Deal with public: relate on a continual basis with people who come to an establishment for information, service or help, including a broad cross-section of people

_____ Good appearance: dress presentable and appropriately for a variety of interpersonal situations or group occasions

_____ Deal with negative feedback: able to cope with criticism

NUMERICAL

____ Computational speed: able to manipulate numerical data rapidly without the aid of a mechanical device, demonstrating considerable accuracy in the process

____ Work with numerical data: comfortable with large amounts of quantitative data, compiling, interpreting, presenting such data

____ Solve quantitative problems: able to reason quantitatively so that problems having numerical solutions can be solved without the aid of a computer or other mechanical equipment

____ Computer use: able to use electronic computers to solve quantitative problems; knowledge of programming, computer capabilities

INVESTIGATIVE

____ Scientific curiosity: desire to learn scientific phenomena and investigate events which may lead to such learning

____ Research: gather information in a systematic way for a particular field of knowledge in order to establish certain facts or principles

____ Technical work: work easily with practical, mechanical or industrial aspects of a particular science, profession or craft

MANUAL-PHYSICAL

____ Mechanical reasoning: able to understand the ways that machinery or tools operate and the relationships between mechanical operations

____ Manual dexterity: skill in using one's hands or body

____ Spatial perception: able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentally and visualize the effects of putting them together or of turning them over or around

____ Physical stamina: physical resistance to fatigue, hardship and illness

____ Outdoor work: familiar with the outdoors, ability to work outdoors without encountering obstacles or knowledge deficiencies

CREATIVE

____ Artistic: keenly sensitive to aesthetic values, able to create works of art

____ Imaginative with things: able to create new ideas and forms with various physical objects

_____ Imaginative with ideas: able to create new ideas and programs through conceiving existing elements of behavior in new ways; able to merge abstract ideas in new ways

WORKING WITH OTHERS

_____ Supervising: able to oversee, manage or direct work of others

_____ Teaching: able to help others learn how to do or understand something; able to provide knowledge or insight

_____ Coaching: able to instruct or train an individual to improve his or her performance in a specific subject area

_____ Counseling: able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through direct information-giving or advice

MANAGERIAL

_____ Organization and planning: able to develop a program project or set of tasks, coordinating the people and resources necessary to put a plan into effect

_____ Orderliness: able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved with minimum of difficulty

_____ Handle details: able to work with a great variety and/or volume of information without losing track of any items in the total situation; comfortable with small informational tasks that are part of the larger project responsibility

_____ Make decisions: comfortable in making judgments of reaching conclusions about matters which require specific action; able to accept the responsibility for the consequences of such actions

Of the abilities you have rated for yourself, which do you believe represent your most prominent strengths? Refer to those abilities you rated for yourself on the 1 to 4 scale. Choose whichever of these are your most outstanding abilities and write them in the space below.

ABILITIES

SESSION VII

A. Strengths I See / Strengths Others See[1] (SIS/SOS) (60 minutes)

1. List your strengths, good points, positive qualities, etc. on the left-hand side of large sheet, like so:

(Name)	
SIS	SOS
1. 2. 3. 4. 5.	

2. Then hang papers on wall so all can see.

3. Circulate to each person's paper

   a. Initial those SIS comments which you have observed in that person.

   b. In the SOS column, add strengths, positive qualities which you have observed but which the person failed to mention.

   c. Initial any comments in the SOS column which someone else may have written and with which you agree.

   d. Be sincere in what you say; take time to consider the good qualities you see in each person.

4. Each person has opportunity to be the Focus Person.

   a. First, read off your SIS list to the group, as a kind of public assertion of those things you value in yourself.

   b. Then read off the SOS list as an acknowledgement of the good things others see in you. You may wish to code the SOS comments as follows:

[1] This exercise was adapted from materials presented on McHolland's Human Potential Program by Ms. Michele Haney-Burke, as part of her doctoral comprehensive requirements in the Department of Guidance and Counselor Education at the University of Wyoming in the Spring of 1976.

+ agree
0 disagree
? don't understand; not sure

c. If clarification is necessary, Focus Person has opportunity to ask for further explanation of any comments.

d. How do you feel about all the feedback so far? Would you like some more?

5. If Focus Person desires more feedback, move into "I can see you as . . ."

a. Group members tell Focus Person

"I can see you as . . .", filling in the blank with any career/ activity which they can imagine. Be creative. Let ideas flow. Try to visualize Focus Person and share that image. Your images may be based on Focus Person's appearance, personal mannerisms, the fact that they remind you of someone you used to know, etc. If you are able, try to document why you see the Focus Person as you do. During this stage, Focus Person must not respond.

b. After receiving feedback, Focus Person may be asked to respond to some questions.

1) What was your reaction to other people's perceptions of your strengths, potential, possibilities?

2) Which things were/are secret fantasies of your own?

3) Which things were way off?

4) What surprised you? intrigued you?

5) Any additional questions or comments you have.

B. Closing Exercise - Group discussion about the following topics: (20 minutes)

1. What progress towards goals has been achieved so far?

2. What steps still need to be accomplished?

3. What skills, techniques, insights have group members gained which will help them toward continued progress?

C. Evaluation: Fill out the two post-tests, the SELF-EXPRESSION SCALE and the SELF-CONCEPT SCALE (10 minutes).

REFERENCE LIST FOR SELF-CONFIDENCE-BUILDING GROUP

A. ASSERTIVENESS TRAINING

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Phelps, S. & Austin, N. The new assertive woman. San Luis Obispo, Calif.: Impact Press, 1975.

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E. SOCIAL LEARNING THEORY

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F. COMMUNICATIONS

Miller, S., Nunnally, E.W. & Wackman, D.B. Alive and aware: Improving communication in relationships. Minneapolis: Interpersonal Communications Programs, Inc., 1975.

G. GENERAL SEMANTICS

Johnson, W. People in quandries: The semantics of personal adjustment. New York: Harper & Bros., 1946.

H. CAREER DEVELOPMENT

Haldane, B., Haldane, J. and Martin, L. Job power now: The young people's job-finding guide. Washington, D.C.: Acropolis Books, Ltd., 1976.

Holland, J.L. Making vocational choices: A theory of careers. Englewood Cliffs: Prentice-Hall, Inc., 1973.

I. PSYCHOSYNTHESIS

Yoeman, T., The pie. Synthesis, Vol. 1, No. 1, 1974.

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Benson, H. The relaxation response. New York: Avon Books, 1975.

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